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The Musket

LEXINGTON HIGH SCHOOL'S STUDENT-RUN NEWSPAPER SINCE 1969

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Faculty Runners
Two teachers, Ms. Darling and Mr. Baker, discover solace in running.
[Turn to page 8]

A Passion for Running
Senior Ben Jacobson's love for the sport has led him to seek an ambitious goal: shattering the record time.
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Volume LVII Issue III — February 2015

LHS teaching and guidance community grows

■ Ethan Kleppner
Elizabeth Nakhtigal
Staff Writers

Joshua King, Michael Brown and Kristen Kelleher are new members to the teaching community at Lexington High School this year.

Joshua King is a long-term Earth Science substitute teacher for David Wininger, who is recovering from a concussion. For his Masters Program sat Lesley University in Cambridge, King observed Charlie Mixer as an Earth Science student teacher last year.

Speaking about his experience at LHS, King said "it's a big school, but it doesn't have that big school feel." He also appreciates the "respectful and motivated" students.

Once King's substituting position ends, he hopes to get a permanent job as an Earth Science teacher at LHS.

Michael Brown is one of the three new guidance counselor interns at LHS. He is interning for Stacy Prosowski and will be here for the entire school year.

Brown's job as a guidance intern closely resembles the job of a guidance counselor.

"I'm in Lexington three days a week and I have a caseload of students that I meet with," Brown said. "I have students from freshman year all the way through senior year."

Brown was involved in a previous internship before he began his guidance internship at LHS. He did a practicum at TechBoston Academy, a pilot school in Dorchester, for one semester.

Brown marvels at the size of LHS. "It's big," he said. "My undergraduate was 2,000 kids, so it's as big as my college. I laugh because it's like I'm out in the Quad and it feels totally like a college."

Kristen Kelleher is a new student teacher in the English department at LHS. She is a student teacher for Brendan Moran, an 11th grade English teacher.

Kelleher is a graduate student at Simmons College in Boston and completed her undergraduate studies at the College of the Holy Cross where she studied English Literature.

Kelleher recently completed her Master of Arts in English Literature and will receive her Masters in Teaching after her student teaching at LHS is complete.

Kelleher's prior teaching experiences include travelling as a high school teacher for a year and teaching at private schools over the country. She previously taught in Arkansas, South Carolina, Tennessee, Wisconsin and New Hampshire.

She also taught at the New England Center for Children where she worked with severely autistic students.

"I have a strong interest in special education as well as English," she wrote in an email.

Staff photo by Chao Zheng Li

At LHS, Kelleher said she has had a wonderful teaching experience.

"Everyone I met was extremely welcoming and went out of their way to introduce themselves and offer their assistance," Kelleher said.

In the future, Kelleher would like to take night classes to get her Ph.D. in Educational Leadership.

She wrote, "I would love to be a principal someday, but am really looking forward to my time spent in the classroom!" Other additions to the teaching com-

[NEW FACULTY, page 7]

With almost 500 entrants, Big Lex expands to Clarke

■ Annie Ma
William Zen
Staff Writers

The Lexington Winter Invitational Tournament, better known as Big Lex, was hosted at Jonas Clarke Middle School in addition to Lexington High School, due to an increase of debaters at the tournament.

As a response to a limited amount of space and restrictions on the use of LABBB (Lexington, Arlington, Burlington, Bedford, Belmont) rooms at Lexington High School, as of Jan. 9 the Lincoln-Douglas (LD) debates with just under 200 entrants were hosted at Clarke, while the Policy and Public Forum (PF) debates with approximately 240 and 270 respectively were at LHS.

Sheryl Kaczmarek, the head of LHS debate, said that this allowed more debates to happen simultaneously. Thus, debaters did not have to waste time between rounds and after they finish debating. This is important because the tournament is growing: as of Dec. 19 there were 495 entrants, up from 454 total last year. With another building, the tournament took three days this year instead of four days like in past years.

The new arrangement could also complicate logistics. With more people debating at the same time, more students on the Lexington debate team have to work at the same time and more food has to be prepared.

For this year's tournament the organizers were told that they were not allowed to use the LABBB rooms for debates because they contain confidential information. Kaczmarek says this was always true, but the organizers did not know because the students who were told this worked around it, for example they debated in the hallway.

Kaczmarek may have been organizing Big Lex for the first time, but she has much experience with the tournament. Kaczmarek has come to Big Lex many times as the coach for other schools: she first attended in 1987 and has come 20 out of the last 21 years. As a result, she has worked in tabulation, recording the results of debates and organizing debates in later rounds of the tournament, for LD division at the tournament.

In previous years, Big Lex was held at Bridge Elementary for LD and at LHS for policy, but LD was moved to Clarke and then to LHS. Now, LD has been moved back to Clarke.

The debates at LHS and Clarke will mostly be independent of each other, with only a few people such as Kaczmarek alternating between the two to monitor the whole tournament.

The students involved in the tournament have mixed views about the move to Clarke. Eunice Ko, a senior and debater at LHS who is

[BIG LEX, page 7]

Editorial

New progress report policy provides specific feedback, but could lead to hovering parents

Starting in Q3, Lexington High School progress reports will be replaced with complete grade breakdowns that show the score on each assignment as well as the overall grade. If used correctly, this new system could become a tool for students to improve their grades long before the quarter ends. However, these grade breakdowns will also soon be accessible to parents, potentially increasing student stress due to parental micromanaging.

The current progress report system, which uses "PA" for progress appropriate, "PL" for progress limited and "PI" for progress insufficient leaves much to the imagination —""appropriate" does not directly correlate with the letter grades listed on our final report cards.

This system is inadequate for students who want to have knowledge of or control over their final grades. Often times, specific assignment grades get lost among piles of papers or swept away in our fast-paced high school lives. It is only when the quarter closes that the not-so-great test grade crumpled at the bottom of your backpack translates into an unfortunate letter grade on the Aspen portal.

The new system solves this problem by offering a complete transcript of every graded assignment from the quarter. The information presented in this breakdown will allow us to allocate our studying time based on areas of weakness, and could provide the extra motivational boost to work harder.

For all its merits, a popular complaint is that this system will heighten student stress. The additional information provided in the new reports adds more weight to the progress report deadline, so these mid-quarter transcripts could become yet another cause of worry or spark of competition.

However, the new system of progress reports should actually ease LHS students' minds. The details given in these progress reports are there for our benefit. As long as we take these reports as helpful feedback, there is no need to stress over this policy. Even more stressful than mid-quarter reports are bad grades at the end of the semester.

The real issue with the new system is instead parental access to progress reports. The competitive environment at LHS fosters a community of "helicopter" parents who are notorious for hovering over every aspect of their children's' lives. Parents like these may overuse their access to the portal and scrutinize individual assignment grades, creating unnecessary stress for students.

Much of the potential anxiety that students may feel over the new progress report system is rooted in the uniform access of the Aspen portal. If the portal displayed only documents such as final report cards to parents and released

[EDITORIAL, page 7]

Unsigned editorials reflect the opinion of the majority of the editorial board.

Protests allow LHS students to take action, voice beliefs

Noah Hudacek
Avery Gehring
Staff Writers

Student protests at Lexington High School, like the recent one have the potential to give students the much-needed ability to voice our beliefs on current events.

The LHS Protest for Michael Brown was held in the Quad on Dec. 4. Multiple students spoke on their opinions of Brown's death, their own experiences with racism and the issue of police brutality in recent news.

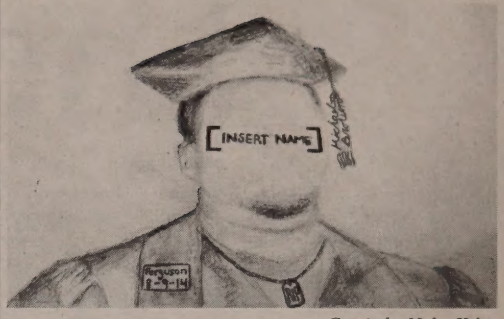
Hopefully, we will continue to see protests like this one at LHS, as they are a great way for students to learn how important our voices can be and to get a better understanding of how issues such as racism affect our community through anecdotes and statistics.

"The goal is to have a school environment where a variety of beliefs can be shared safely … It's important to be able to hear many different ideas so you can form your own," Dean Jaffrie Perrotti said.

Letting students openly share and discuss ideas exposes us to different beliefs. This is essential because, as teenagers we are still trying to discover what beliefs we truly support.

Protests like the one for Michael Brown facilitate the communication of ideas. They help students learn about the experiences of others and share their own thoughts. In

[PROTESTS, page 7]



Comic by Noha Yehia

Math teachers' room provides open environment, benefitting students

Hanna Tuomi
Grace Wu
Staff Writers

The Lexington High School Math Department teachers' room is well-known as the place to go for extra help. Over the course of its existence, the math room has become a vital student resource.

Kevin Kelly, the math department head said that the math department moved to its current office in 2003 and the staff eventually decided to make the office more open to students rather than "teachers only."

"We put a [students welcome] sign on the door - that's still on the door - and established the idea... that this was a place where students could come and get help," said math department head Kevin Kelly.

For years students have utilized the room zealously, with as many as 50 to 70 students

[MATH, page 5]

School breathalyzer policy enforced at Pompeii dance

Mandy Quan
Nikki Kim
Staff Writers

The new LHS dance policy has received mixed reviews since its implementation during the 2013 school year, but it proved to be successful in ensuring student safety during the Pompeii Junior-Senior Dance on Dec. 5. Part of the policy requires dance attendees, chosen at random, to partake in breathalyzer tests.

At Pompeii, Associate Principal John Murray administered the test to every fifth person at the door.

"I hope I made people feel at ease about the process" Murray said. "The administration tries their best to make this process as comfortable as possible towards the participants of the dance and others who feel as though this could be an invasion of privacy or do not feel comfortable with the idea of getting breathalyzed."

While the new policy may be annoying, it is still fair.

[DANCE POLICY, page 7]

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Asian Student-Faculty Alliance provides forum for discussion

Steph Glass
Karisma Pooja Pathak
Staff Writers

This year, Cynthia Tang, a guidance counselor in the Foreign Language building at Lexington High School, created the Asian Student-Faculty Alliance, a community initiative geared towards Asian students.

The Alliance, inspired by last year's community initiative to address stress among Asian students, meets in room 505 on Thursdays after school. The Alliance's main purpose is to "promote awareness and understanding of the diversity of Asian and Asian-American experiences," Tang said.

The Alliance also focuses on cultural proficiency. This is "not just having an awareness that different perspectives exist, but [being] able to have an understanding … that will shift the way that you interact with another person, it will shift your thinking, it will shift your behavior," Tang said.

Tang aims to have the group be a place for self-exploration and discussion of identity for Asian and non-Asian allies.

The meetings consist of discussions on topics that students bring up. To that end, the Alliance spends its time discussing how to help resolve issues, said senior and Alliance member Sneha Rao.

James Yu, senior and Alliance member said that the atmosphere is very friendly.

Tang said that possible future collaborators for the Alliance include the African-American and Latino Scholars and the Gender and Sexuality Alliance. Melissa Buttarro, a LHS guidance counselor in the Science building and the GSA advisor, said she hoped to be able to work with the Alliance "together in solidarity."

Buttaro said a collaboration with the Alliance might give GSA members a new perspective "of how it might be difficult to be out in different cultures."

Michelle Gung, a junior at LHS and a member of the GSA, said that it is often harder for queer Asians to come out: "the Asian community is kind of closed off to the whole LGBTQA situation."

Tang also hopes that students who are English Language Learners will find the group accessible and get involved.

Teachers involved in the group include Julie Kuo, Jenny Tak, Jieying Yao, Lili Pan and Parul Kumar. These teachers switch off leading meetings, while Tang plans to be there more consistently.

The LHS administration has been very supportive of the group Tang said.

JOSHUA KING
- Is currently a long-term Earth Science substitute teacher for David Wininger
- Attended Lesley University
- Observed Earth Science teacher Charlie Mixer last year
"I always enjoy sharing what I've learned." - Joshua King
MICHAEL BROWN
- Interns for guidance counselor Stacy Prosowski
- Has his own caseload of students
- Was involved in a practicum at TechBoston Academy in Dorchester
"I laugh because ... I'm out in the Quad and [LHS] feels totally like a college." - Michael Brown
KRISTEN KELLEHER
- Student teacher for English teacher Brendan Moran
- Graduate student at Simmons College in Boston
- Worked with autistic children at New England Center for Children
"[I] am really looking forward to my time spent in the classroom!" - Kristen Kelleher

Infographic by Mark Cui, Courtesy of Piktochart

Staff photo by Yooni Park

Maria Trozzi, psychologist at the Boston University School of Medicine, talked about promoting resilience in children and adolescents during stressful events.

Trozzi leads faculty seminars on grief

Alexandria Snyders Dykeman
Dabin Kang
Staff Writers

After reviewing teacher and student responses to the recent deaths of Lexington High School students and graduates, the LHS administration held two seminars to discuss teachers' roles in helping students deal with grief.

The first of these seminars, held on Dec. 15, included 32 people— the administration team, the deans, counseling department, and social workers.

The second seminar on Jan. 12 was presented to the faculty and focused on the faculty's role as holistic educators as opposed to subject teachers. Unlike other schools that typically bring in external counselors to help students deal with grief, the administration hopes that teachers can use their unique relationship with students to help students better cope with grief at school, said LHS Associate Principal John Murray. The seminars followed an earlier meeting with LHS administration and guidance counselors in September where they developed protocols for different scenarios of grief and loss.

Murray said the staff seminars were led by Maria Trozzi, Director of the Good Grief Program at Boston Medical Center. She has provided consultation in Littleton, Colorado (site of Columbine High School) and Newtown, New Jersey (site of Sandy Hook Elementary School). Trozzi told stories about her experiences at other schools and the advantages and disadvantages of different strategies of interacting with students said Performing Arts teacher Patrick Donaher.

"We were not given a written policy but we were given guidelines on how to handle our role," said Donaher, "An important issue was balancing the need to discuss tragic issues and maintaining a regular schedule and class agenda."

For Sarah Regdos, Earth Science teacher, "Consistency is key," said Regdos.

"So is making sure [students] feel safe, and in an environment where they feel safe enough to express their feelings without being judged and knowing that they are supported," Regdos said.

Murray added that it will be easier for students to cope with grief if they know that

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Staff Photo by Anar Kansara

Freshman Sarah Scott and sophomore Jackson Rhodes prepare for Winterfest at Drama Club's opening rehearsal.

WinterFest will showcase student plays

■ Katie Chen
Max Saltman
Staff Writers

For over thirty years, Lexington High School's Drama Club has hosted an annual student run theater festival. This year, Winterfest is scheduled for Jan. 30 and 31 in the Blackbox Theater.

From 7 p.m. to 9 p.m. on Friday and Saturday, students will showcase plays they have written. The writer of each play also serves as the director, taking charge of his or her own casting, props and costumes. Some choose to act in their plays.

The event is organized primarily by members of the LHS Drama Club and overseen by the executive committee, the Drama Board, which consists of junior Spencer Hobbs, junior Sadie O'Neil, sophomore Roman Zinoviev, and faculty adviser Joanne Loomer.

The Drama Club is planning to use a portion of the money earned from WinterFest to fund trips to professional improv shows in Boston.

The night will open with a collection of themed sketches performed by the Drama Club, which will focus on one theme, like last year's theme of "Olympic Sports".

Creating sketches for the WinterFest presents certain structural challenges for the writers.

"You have to cut a lot of meat off of your play, trimming it down so it's perfect," Hobbs said.

The sketches performed at WinterFest are submitted to the Drama Board by LHS students in the form of written scripts. The Board reviews them for length and inappropriate material, then contacts the playwrights with information on whether their plays were accepted.

The show then progresses on to a series of five to seven 10-minute long plays that are written and acted by students.

Ethan Embry, a senior who has participated in WinterFest since freshman year, said, "Plays [range] from slapstick comedies to dramas. I've loved the exposure to such a variety of plays and voices; it's given me a lot of experience in such a small amount of time."

The night will end with a performance by the Improv Troupe, an audition-based group at LHS.

"It's very exciting for kids

[WINTERFEST, page 7]

Twelve LHS musicians selected for All-Easterns

■ Bharath Chari
Catherine Chen
Staff Writers

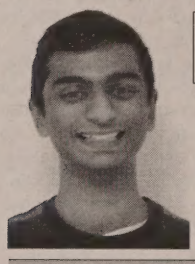
Twelve students from LHS will be participating in the 2015 Eastern Division Conference music festival, taking place in Providence, NH from Apr. 9-12. It is a biennial festival with a jazz group, an orchestra, many choirs, and a symphonic band.

This year's event is organized by the National Association for Music Teachers (NAfMT) and will be at the Rhode Island Convention Center. The festival draws from all of the Eastern states. Massachusetts alone is sending 80 students, 15% of which are from Lexington. This is the largest representation of any school system in the entire Eastern Division.

Requirements to qualify for an All-Easterns group include; being a junior or senior, receiving endorsement from one's ensemble director, being a member of the school's choral, wind or string ensemble and having performed in the 2013 Massachusetts All-State concert. The musician's resumé and All-State score also determines his or her eligibility.

The 12 students from LHS have not been fazed by the rigorous qualification pro-

[ALL-EASTERNS, page 7]



collegebored

Seniors, beware: Senioritis is here

■ Ashvin Antony
Columnist

It's finally here, my fellow senior comrades: Senioritis. The one and only disease which no one dares find a vaccination for, the one whose infectious pathogens are welcomed as royalty by our bodies' white blood cells and antigens.

Now, it seems, is the time to throw off our Hazmat suits and embrace the disease's manifestation of daydreaming, lollygagging, and low-energy aimlessness.

Not so fast.

While the Senioritis season is undoubtedly one of the most cherished periods of our 13 years in school, let's not get too caught up in the disease's supposedly "glorious" symptoms. In fact, doing so will only reveal and activate its hidden sinister side, one that actually has the potential to detrimentally impact seniors' lives.

Although your immune system may do whatever it can to bolster Senioritis' pathogens, colleges aren't afraid to prescribe an antibiotic capable of completely thwarting the disease — rescindment.

Every year, colleges across the country send out their highly anticipated acceptance letters to students. While these worthy students are either crying with joy or bouncing off the walls in excitement, they likely did not register anything said beyond the "congratulations" part of the letter, and as a result fail to notice or remember the part that says something along the lines of "admission is contingent on the successful completion of the final year of high school."

This sly yet profound sentence justifies colleges in rescinding or revoking acceptance offers if students have grades that are massive drop-offs from the norm.

Moreover, since colleges do not receive final grades until June or July, students may not learn of a revoked admission until August, after they've given up spots at other colleges and have no other options left.

Even though many of the students who have completely succumbed to the syndrome's symptoms don't face this sudden, brutal treatment for Senioritis, they likely do not escape from its wrath.

Think about it; if one were to become a complete couch potato for an entire semester of high school, the risk for this slumping to become the norm is extremely high. And, if it does, Senioritis will essentially be carried over into college and beyond, resulting in extremely undesirable futures.

If you are still not convinced of this devious side of Senioritis exists, frame the disease as a manipulative virus that uses its benefits as a facade, such that you allow it to latch onto you like a leech and suck all the blood of motivation, intellect and work-ethic out of you.

But don't fret too much, last semester of senior year is meant to be far more relaxed than any other semester in high school.

So enjoy it, embrace the infection reasonably, but do not under any circumstances let Senioritis completely overtake you.

Staff photo by Abby Quint

Left to right: Josh Kim, Ido Diamant, Remy Lagarde, Jonathan Cooper, Liam Novelline, Andreas George, Rory Schadler, Matt Cole and Patrick Nie

The Gentlemen, new a cappella group, performs at winter concert

■ Lizzie Case
Staff Writer

This year, Liam Novelline, a sophomore at Lexington High School, created a new a cappella group, The Gentlemen.

"I love singing and don't feel I need to lose out on another year of doing what I love just because I didn't get into the other groups," Novelline said.

Last year as a freshman Novelline did not take a music class and as a result wasn't able to audition for an a cappella group. Although he took LHS Chorale this year, he was not accepted into any groups.

He then recruited to his friends Andreas George and Jonathan Cooper, both sophomores. After gathering together enough people for a group, they approached Jason Iannuzzi, Coordinator of Performing Arts at LHS, to get the group approved.

The group of 10 members made its debut at the Getaway Concert.

"My impressions are that there is a lot of talent in the group and a lot of potential that, since we are new, we haven't tapped into completely yet, but given time I believe we will and I really look forward to our performances at … Jam," said freshman and group member Rory Schadler.

The group is unique in that it performs a different style of music than the other groups, with fewer pop songs and more mashups and medleys Schadler said.

Novelline said, "We love pop but at the same time we want to branch into more stomp clap stuff ... older songs, keep it loose."

"And," said Schadler, "we aren't named after a food."

The group did, however, receive backlash from kids in other groups. "It's a very selfish thing," Novelline said. "[The other groups] think, 'We'll get less time at Jams if you guys exist.'"

The Gentlemen, currently all sophomores, plan to include three or four more members next year. The founders want a distribution of three freshmen, three sophomores, five juniors and two seniors. They also want to set up a definite schedule for rehearsing.

Although similar in name, there is no connection between The Gentlemen and the Clarke Gents, an a cappella group that existed at Jonas Clarke Middle School a few years ago. "It's definitely not the revival," Novelline said.

The group looks to the future as it will also become a selective a cappella group. Novelline said, "Next year we will have auditions, we'll have to pick out people for The Gentlemen."

> "I love singing and don't feel I need to lose out on another year of doing what I love just because I didn't get into the other groups"
> —Liam Novelline, sophomore

Overheard: Racist comments and jokes are offensive, contribute to oppression

■ Alana Kepler
Columnist

OVERHEARD at LHS: "I'm not racist! I just make racist comments."

This statement straight-up confuses me, especially coming from a white person. If you aren't racist, why would you say racist things? I was under the impression that jokes are supposed to be funny, not contribute to the oppression of social groups.

It's very concerning to me when one of my fellow white people makes a statement like this. White privilege is such a constant in our lives that apparently innocuous racial assertions are backed by centuries' worth of oppression.

Even jokes intended purely to be humorous function by poking fun at racial groups in insidious ways.

Peter McGraw, professor of psychology at the University of Colorado, theorizes that humor can only be experienced when something simultaneously unsettles and reassures the mind. This theory suggests that racist 'jokes' serve to foster acceptance of the opinions they portray.

Many call for a delineation between being racist and saying racist things, but the difference is negligible at best. When we say racist things, we contribute to the oppression of others, whether we intend to or not.

First of all, we aren't the only ones who hear ourselves say these things. Racist comments validate the opinions they present in the minds of their speakers and those who hear them, which can promote even more harmful actions.

Because we live in such a liberal culture, many of my fellow white students may believe that they are "allowed" to do and say such things without consequences because they're more "enlightened" than the people they would consider racist.

However, racial privilege is a constant in our lives, whether or not we're aware of it. When we say and do racist things, we use that power to reaffirm and enforce the supposed racial hierarchy. In these situations, the intentions of the perpetrator do not matter.

The dogma which leads to such phenomena as "hipster racism," named in 2006 by Carmen Van Kerckhove, who described it as the use of racist comments made in an attempt to be controversial or "edgy."

"Hipster racism," aside from implying that supporting a centuries-old system of power is "controversial," takes on the attitude that micro-aggressions like racial comments are okay as long as their perpetrators can establish that they are intended exclusively as jokes.

To me, "hipster racism" is a more harmful version of 'no offense… but here's something that will offend you.' In the same way that saying "no offense" in no way precludes the possibility for offense, saying "I'm not racist, but…" does not negate the racism in the following clause.

Knowing better than to act in racist ways should mean that we have no excuse to do so, not that we have immunity from doing so. Owning up to our privilege and supporting those who aren't awarded the same unearned benefits is a long stride in the right direction.

Addressing our potential to perpetuate bigotry is much easier said than done, but the importance of doing so makes such an effort worth it.

So here's a hint: If you're worried people might interpret your statements as racist, there's a good chance that you already know they are.

MATH - PAGE 2

flooding the room within a single day. The math office has blossomed into what is arguably the ideal high school learning environment.

The large size and welcoming reputation of the office makes many students more comfortable to go in for individual help.

For students who are hesitant to ask questions during class, having an open and inviting environment allows them to address any concerns that they may have been uncomfortable sharing in front of their peers.

"It definitely raised my grade having one-on-one sessions with teachers after school in the open environment," Lo said.

Increased interaction also helps to take down the barrier between students and staff, creating very productive teacher-student relationships. Students greatly appreciate the effort that teachers make in order to address the students' problems.

"The teachers that donate their time after school ... show that they actually care about the students," Lo said.

The math room not only provides an environment that is beneficial to not only students but teachers as well. Anyone who has visited the math room is aware of its spacious area which makes discussions and lesson planning among teachers more efficient and open.

"We're constantly sharing ideas and helping each other and we learn so much from each other every day. It's made us definitely much better teachers," said Michelle Lifrieri, an LHS math teacher.

However, the substantial population of teachers and students traveling through the room each day can sometimes impair the effectiveness of extra help sessions. Students taking tests and quizzes may also find the loud and disorganized environment distracting.

Although the noise can be a drawback, the advantages of easy access to teachers outweigh the occasional chaos of the math room. Sending some students to nearby vacant rooms can easily remedy distractions.

After seeing that the openness of the math room provides students with an invaluable resource to further their learning, other departments may want to consider creating similar environments outside of class.

NEW YEAR'S RESOLUTIONS FOR LHS STUDENTS AND FACULTY

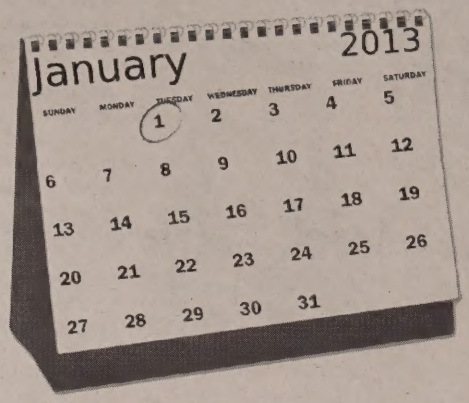
STUDENTS

"To be healthy."
Tiffany Li, senior

"My new year's resolution is to try to finish homework before 12 AM every night."
Andrew Wang, junior

"I want to get a good score on the SAT and go to a good college."
Lina Zhang, junior

"Basically get better at everything."
Stefan Kussmaul, junior



Courtesy of Creative Commons

TEACHERS

"To go to church regularly and eat healthier."
Rachel Lecomte

"My new year's resolution is to read fifty books by the end of the year."
Kristen DePesa

"My new year's resolution is to have a greater tolerance for students who ask me questions in the hallway."
William Cole

Is Senior School Parking Worth It?

"Yes, it has been the greatest investment I have ever made. The return rate is through the roof."
Harmon Lau

"Are you paying or are your parents paying? Either way, it's definitely not worth it."
Gideon Feifke

"No, since it's a lot of money and it's out of my way to park in the lot."
Max McGeown

"I think that senior parking is a bit more expensive than what would be fair so I'll say no."
Jeff Buchanan

DANCE POLICY- PAGE 2

"The process itself doesn't take that long, so I don't think it's that big of a deal in terms of taking the fun out of dances." said Sam Kakullavarapu, a junior who attended Pompeii.

The breathalyzing process itself only takes a few seconds. Murray inserts a new mouthpiece onto a device and the selected student blows into it. As long as the monitor reads 0.0 alcohol content, students are free to enjoy the dance.

Junior Michelle Tessy was one of the people chosen to take the breathalyzer at Pompeii in December.

"This was the first breathalyzer I have ever taken," Tessy said.

"At first, I was shocked and, to be honest, quite offended because I consider myself to be a trustworthy student. But Dr. Murray reassured me that the mouthpiece of the breathalyzer was new and it was very quick."

Being pulled aside to be tested may be an embarrassing experience that makes us feel defenseless. However, as Murray stated, the testing is random and he tries to make the ordeal as easy as possible.

While the process is slightly irritating, breathalyzer tests are administered for our own protection and for the overall safety of our school dances.

"I still understand that [the breathalyzer] is a necessary precaution," Tessy said.

The breathalyzer procedure is quick and painless, and it ensures the safety of all students. Students have nothing to fear if they know their scale will read 0.0, and those who would have chosen to drink at school dances before this policy was implemented are now discouraged from doing so.

FACULTY RUN - PAGE 8

Baker said the most difficult aspect of running is dealing with nagging injuries.

"You have to diligently focus on body form and foot falls," he said, or "you're going to get injured."

However, scheduling is an issue for Baker and Darling.

Baker said he tries to find time after school or before school, even though getting up can be difficult. However, a short morning run for him is undeniably gratifying.

Baker said that morning runs "give [him] a satisfaction to have gotten a run in before most of the world is awake."

Despite her time constraints and responsibilities, Darling is able to find the time to run, often getting up at 3 a.m. to go for a run before school.

Running has helped Darling gain the mentality that "if she really want to do something, [she] can find a time to do it."

Other faculty runners include Kelly Kilts, a Physics teacher, Melissa Buttaro, a guidance counselor in the Science building, Sarah Regdos, an Earth Science teacher, Kelly Lisowski, a Spanish teacher and Stephanie Michael, a guidance counselor in the Science builidng.

JACOBSON - PAGE 7

pushing yourself, going to daily practice, watching what you eat, doing all the tough stuff, you have to learn to love it," Jacobson said. "If you don't have it in the back of your mind, the reason why you love it, you're going to stop. But there are just so many things to love."

In addition to motivating himself, Jacobson affects his teammates.

"I'm sure Ben Jacobson, right now, is a mentor for the younger kids on the team, just as Nat Adams probably was to him," Babcock said.

PROTESTS - PAGE 2

a world where students do not get very many opportunities to speak up for their beliefs, school protests are especially crucial to our development.

Besides allowing students to share ideas, peaceful protests at Lexington show students that our voices do matter. At an ordinarily stressful time in our lives, there is something to be said for having a place where we can be truly heard.

Some students at LHS, however, don't believe the protests are especially productive.

"I don't think [protests] ever have an impact on the actual conflict, although it is a good opportunity for people who feel strongly to share their thoughts," sophomore Aidan Dwyer said.

It's true that the protests at LHS could be seen as students simply affirming their opinions with like-minded people without taking steps to fight the broader issue.

Students can only have so much of a reach in their local protests. How can something such as institutionalized racism be fought by a mere group of teenagers talking to a handful of peers?

All in all, the objectives of high school protests are not necessarily as grand as pushing national legislation. Rather, the purpose is for students to be able to educate their peers, and in doing so, develop their own views.

At school protests, students discuss what they can do to combat injustice, not only in their daily high school lives, but also in the future. These protests give students a chance to spread their views to a larger community, one outside their circle of friends and family.

Gradually, these strong minded individuals will address large-scale conflicts.

When LHS protest attendees graduate and leave the boundaries of Lexington, they will have had learned the importance of standing up for their beliefs and may even become people who will bring extensive change to our world.

ALL-EASTERNS- PAGE 4

cess. Shai Dinnar, a senior said "Although I saw All-State as unachievable for me, I was surprised at how greatly prepared I was coming from Lexington's music program."

The participating students are excited to take on the experience.

"I'm looking forward to diving into the music with people from all over the country. I love reading new music with new people so this will be a great opportunity," said Joe Blumberg, a senior, who plays trumpet in the LHS Wind Ensemble.

Many of the students attending All-Easterns are looking forward to the same thing as Blumberg: collaborating with others.

"I think that the part that most excites me about All-Easterns is the opportunity to work with an outstanding conductor while interacting and creating music with talented singers from across the Eastern district," said Dinnar.

Dinnar will be performing in the All-Eastern Treble Chorus, while Blumberg will be performing in the NAfME All-Eastern Honors 2015 Orchestra.

NEW FACULTY - PAGE 1

munity include Margo Karlin (a student teacher working with Matthew Gardner, a Social Studies teacher), Steven Cromack (long-term substitute for Lindsay Banks, an English teacher) and Taylor Height (a guidance intern for Matthew Medugno in the Math building).

BIG LEX - PAGE 1

organizing the policy division of Big Lex, said, "The split location plan is something that hasn't happened for a really long time, so trying to figure out the logistics for it has been complicated but it does shorten our tournament from the original four days to three, and allows us to host a larger tournament which is always great."

Kevin Wu, a second-year debater and sophomore at LHS, says that "it's just a building" and that it will not impact the tournament much.

Yuhang Zhang, a second-year debater and sophomore at LHS, says that the change will reduce necessity to clean up vandalism at LHS.

CORRECTION:

In the football article from last issue, we mislabeled the freshman who scored the touchdown as Josiah Fleming, rather than Jimmy Lane.

EDITORIAL - PAGE 2

progress reports to students only, the stress that accompanies comes with an all-access portal would disappear.

Another issue that stems from excessive parental involvement is a sense of dependency for students. If we continually rely on our parents to check our grades for us, we lose the initiative skills that we should be developing at this stage in our lives.

High school is supposed to be more than an intellectual experience. These four years are supposed to be the time when we cultivate the life skills that we will need in order to thrive on our own in the future. By allowing parents to access progress reports, which are intended to be student check-ins rather than set-in-stone final grades, any self-sufficiency that we have gained is set back.

Parent access, as long as LHS students utilize the additional information that the new system provides effectively, this policy will be a success.

GRIEF - PAGE 3

teachers are a resource that they can go to. "For students, it's validating when staff members tell them that its okay to feel bad about a situation and to discuss it in class".

WINTERFEST - PAGE 4

who couldn't make the spring or fall play," O'Neil said.

WinterFest is also a chance for students who were not selected for the Improv Troupe to perform for an audience.

Embry said, "[WinterFest] was so great because it showed me that LHS really does let ... students to express themselves and learn team working and leadership skills ... everyone involved is so supportive and caring that no matter what, it'll be a great time."

THANK YOU

to our generous donors for supporting the Musket. We couldn't do it without you!

- Jeanne Lin
- Bhavani Tirupati
- Lorraine Bennett
- Susan Bennett

Note: We apologize if you donated and your name is not on our list. Please send an email to musket-news@gmail.com

Colleges recruit LHS student-athletes

■ Matthew Weiss
Staff Writer

Lexington High School seniors Olivia Manickas-Hill and Jayne Vogelzang have both chosen colleges to attend as student-athletes. Manickas-Hill will compete in track at Harvard University, while Vogelzang will swim at Amherst College.

During the process, Manickas-Hill considered many different colleges.

"The college experience is more about education than about sports," Manickas-Hill said. "I first considered academics and then used athletics to narrow down [my choices]."

Manickas-Hill said that she enjoys track because she loves the atmosphere and believes that track is a sport where athletes get out what they put in because of its individual nature. She wants to continue running track in college because she feels that she has not yet reached her peak and can improve.

Manickas-Hill said that although her recruiting process was actually enjoyable, it was also exhausting at times because of the number of visits, both official and unofficial. At each visit, she got to run with the college track team, attend classes, and explore the area giving her a good sense of the college.

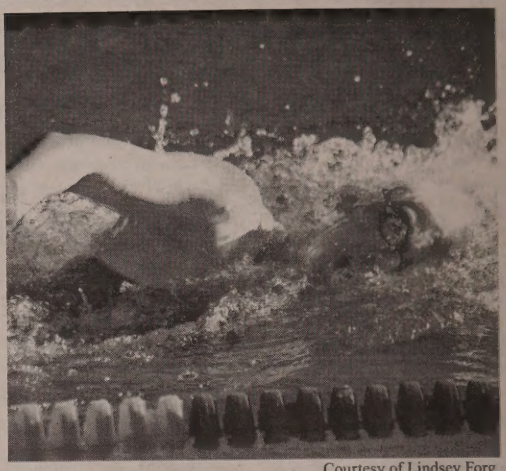
The recruiting process also allowed Vogelzang to evaluate schools and eventually make a decision.

At each school, she met with coaches, toured and went to information sessions.

Vogelzang followed up with coaches at the schools she liked, and over the summer she cut her list down to five schools, which she visited again in the fall.

She eventually decided on Amherst College because it is a Division III school, so she won't have to swim quite as much as she would at a Division I school.

Additionally, Vogelzang siad that Amherst College is a good academic school and a liberal arts college, but will still allow her to study math and science if she wishes. She will also be able to use the resources of Hampshire College, Mount Holyoke College, Smith College, and UMass Amherst in the Five College Consortium system.



Courtesy of Lindsey Forg

Jacobson aims to break track record

■ Eunice Kim
Brian Nam
Staff Writers

On Jun. 1, Lexington High School track and cross country co-captain Benjamin Jacobson ran a 9:27.66 for a 2 Mile during the Eastern Division I Championships at Andover High School. He also ran a 9:38.83 in his last indoor meet.

The LHS 2 Mile record was set by Ted Fitzpatrick in 1991 with a time of 9:24.57. The outdoor record is 9:17.64, set by Nathaniel Adams in 2012.

"[Jacobson] has been doing everything correctly in order to [beat the record] and I think he is likely to beat it, but I wouldn't be surprised if he didn't...Nat Adams set the bar pretty high," said William Babcock, LHS track and cross country head coach.

Jacobson has other goals beyond breaking the record.

"[Breaking the record] is definitely something I would love to do … but I think in the end I really just want to run the best two miles I can and be competitive in the state and get those points for my team," Jacobson said.

He has been running since elementary school, when he ran casually in local road races, and began to run competitively in middle school. He currently runs both cross country and track and has been doing so for four years.

Immediately after joining cross country in middle school, he easily connected with the other members of the team.

"I love the people and the community," Jacobson said.

Fellow co-captain of cross country and track, Ben Martell, said they are both liberating activities that relieve stress and, cross country especially creates a family like bond.

Cross country is also an individual effort. "If you want to succeed and be the best that you can be, we're going to need a full commitment and you need to do every little thing to make yourself better," Martell said.

Jacobson is planning to run in college but is not thinking of continuing competitively beyond that, as there are not many sponsorships available and the field is very competitive, he said.

However, Jacobson said he will continue to run actively for the rest of his life as casual running only requires shoes and the ground.

"Just find something to love. Before you can start really digging into it, getting into it,

[JACOBSON, page 7]

Courtesy of Becca Anderson

Ben Jacobson, a senior, competes against Reading at the Reggie Lewis Center.

LHS faculty members find relief in running

■ Niha Putta
Richard Huang
Staff Writers

In addition to the student running community, there are several teachers who are involved in the sport.

For some teachers, running is a time to socialize and meet new people. Tammy Darling, a psychology teacher at LHS, said that running "has always been something social," and that she always "tries to run with other people."

For Darling, running "is the only thing I do that I don't think about any incessant need to do something else," she said. "It just is mentally and physically rewarding."

Darling started running out of necessity. After injuring her knee in college, she could no longer play soccer, so she began to run. Since then, she has become very involved in the activity, especially after becoming a teacher.

She has coached cross country at Arlington High School and has run in numerous marathons. She views running as "a gift that [she] is able to share with others," she said. According to Darling, running makes her a role model for her kids by showing "them to follow and stick to something that they really enjoy."

Others enjoy the peacefulness that running provides. Andrew Baker, an English teacher, said that he "enjoys the solitude [and] time to think," as well as the "variability of the exercise." For him, the activity provides both a "physical and mental challenge" that he relishes.

Baker started running in high school in order to make his weight class in wrestling.

Back then, "I saw running as a chore," Baker said. "It wasn't until two years ago that I began to see it as enjoyable."

Setting goals is an important aspect of running for both teachers. Baker said that his goal is to run a marathon in each of the New England states, as well as to qualify for the Boston Marathon.

For Darling, she has her eyes set on the 2016 Boston Marathon, for which she has already qualified. She has adopted a rigorous training schedule in order to prepare.

[FACULTY RUN, page 7]

Staff photo by Thomas Arnow